

ASSESSMENT REPORT

SDP3 | 5 | 15 THEATRE PERFORMANCE

Teachers are reminded to ensure they and their students access and carefully read the current External Assessment Specifications.

Continued consideration must be given for the suitability of material for assessment purposes. In most cases strong language and adult content of a sexual or violent nature is inappropriate. Explicit or insensitive reference to suicide is also inappropriate for an educational setting.

Examining panel members are required to arrive 30 minutes prior to the scheduled start of the exam; for both class performances and the monologues assessment days. Examiners extend their appreciation for the hospitality shown by colleagues across the exam venues.

Teachers are reminded examiners need access to a secure room that can be locked prior to the exam, during the interval and following the show. All documentation (all candidate's IRS, cast placemat, script, and show program) should be in this room for the examiners prior to the exam.

Candidate Placemats

Thank you to teachers for clearly labelled and photographed placemats. Large casts were organised by order of appearance and or grouped by Act 1, 2 etc and the photographs that were used were clear and large enough to be seen in low light. Please ensure the 'blue' light/lamps provided are adequate to allow all examiners to comfortably read and write during the exam.

Monologues

Students presented a good range of pieces and made good production decisions in regard to staging and the use of simple items of costume or props to support their work. Teachers are reminded that the External Assessment Specifications clearly state the monologue must be from a published play text (not film screenplay, television screenplay or musical.)

Teachers and candidates are reminded of the importance of showing contrast to the character(s) presented in the class play. Presenting a monologue of a character of the same age, demeanour and using the same accent will impact assessment of *Criteria 3: Perform and sustain a range of characters*

Students were on the whole well-prepared and the majority of students adhered to the 3-5 minutes performance time. Teachers should discourage students from choosing shorter pieces that then require long pauses or overly slow delivery to meet the minimum time expectation. There is not an expectation that students must perform for the full five minutes.

This issue of paraphrasing was more evident in monologues. Care must be taken by students to ensure they are delivering the author's text as it was published. Heavily redacted/edited/rearranged pieces are discouraged. Text that appears as verse or imabic pentameter in its original form should not be retyped into a paragraph unless it appears in this format in a contemporary published adaptation. Teachers and candidates must access the original published play text to ensure the text used is accurate. On occasion an incorrectly typed copy was being used and contained errors that impacted pronunciation and authorial intent.

Candidates are advised to avoid presenting their monologue side on to the examiners, particularly if addressing an 'imaginary' other character on stage. Placing the other character(s) out in the audience allows the examining panel a clear view of the candidates face throughout the performance.

Selection of the same monologue by candidates in a class or school is not recommended.

It is an expectation that students viewing the work of their peers and other candidates are a respectful and appropriate audience members.

Class Productions

Examiner's require a clear view of the stage/performance area for the duration of the production. Please avoid staging that requires panel members to be side on or needing to frequently move or readjust to see students' performing. Please ensure students who may be seated on the floor or low to the ground can still be seen and heard by all of the examining panel.

This issue of paraphrasing showed some improvement from the previous year. Care must be taken by students to ensure that are delivering the author's text as it was published. The negative impact on peers in regard to missed or incorrect cues, and the skipping of key sections of text can be significant.

Independent Reflective Study

Clear requirements are provided in the External Assessment Specifications on the TASC website in regard to word count, formatting and referencing requirements of the IRS.

Correct referencing is a requirement and part of the criterion standards and TASC Academic and Academic Integrity Policy. Whilst candidates may choose to use different referencing styles, the style chosen must be used correctly and consistently used throughout their whole IRS. All Independent Reflective Studies submitted for assessment should have an accurate reference list. Bibliographies and appendices will be disregarded by markers. Teachers are advised to check they and their students have read the most current Examiner's External Assessment Specifications for the IRS.

All source material must be acknowledged through correct in-text citation. Sources including the play text, websites, interviews, class discussions or workshops, films, TV shows, YouTube clips **must** be referenced. Providing a list of sources at the end of the IRS does not meet the external assessment requirements and candidates will be penalised against Criterion 7.

In a number of cases the monologue section of the IRS was a considerably more polished piece of writing. Whilst these were pleasing to read, students should be allocating sufficient time to the main body of the IRS to ensure this does not appear more poorly written and proof read by comparison. The monologue section must also be accurately referenced and include a reference list. It is appropriate to have one combined reference list for the while document.

As stated on the TASC cover sheet, teachers are required to sight a minimum of **three copies** of the IRS **in progress** and are strongly encouraged to set internal deadlines to support students to meet this requirement. Teachers should not sign the cover sheet declaration if this has not been the case.

Teachers are asked to ensure the cover page document is accurate. Checking that the TASC number is correct for the student and the student's name is the same as that registered with TASC. Nicknames, shortened versions of first names and surnames are not to be used. Candidates' middle name may be added for candidates with the same first name.